WAP Notes

1. What’s on top ? Matters arising.

Pixel – Accelerating difficult learners is not easy. Positive reinforcement works. Storm – use chants Maori is her strength.

Splash alphabet sounds.

Sprints books McMillan

1. ERO at Apiti The info we sent them was very important. The pre-review info took a lot of time.
2. Especially engaging learning tasks

* Sharron “Ducks and dogs” stories . Using photos to make a story. Students writing was at a higher level especially the direct speech, from the dogs point of view, expressive, and personal voice. Parts of book
* Weber – limes - genuine technology, authentic learning.
* Daily 5 Café – assess to learn and students are reading heaps more. No library issuing.
* Birdhouses – learnt in authentic contexts.
* Use interests of teachers or students.
* Sharron - How can we teach these new ones, each child getting a new topic or learning area eg new counting, words.
* Google docs Apiti School, uses it for reporting, newsletter, to show goals, done for a purpose, for student achievement for reporting to BOT .
* School reports
* Assessment should be for improving our learning and teaching not merely for evaluation
* Learning power muscles will develop overtime.

1. Learning how to learn and what we think about it.

Talk about many strategies for learning. At times you need to isolate them to learn them or teach them. Assessment is at the performance end. How can you break it down, and say how you got better at it. Did you reflect Assessment is the learning that has happened. The purpose.

1. Policies

Writing policies relating to NAG 1 & 2 eg curriculum and assessment. Describe what you are doing, with strong values and beliefs.

Who are you writing for ? who is writing it ? How is it going to be used ?